



BDA Lesson Planner: Before, During, and After

Use this checklist as a pre-planning tool to determine the purpose(s) of the Before, During and After comprehension strategies and activities to be used in the lesson.

BDA PURPOSE CHECKLIST

"BEFORE READING"

Purpose(s):

- ☐ activate prior knowledge
- ☐ discuss new vocabulary
- ☐ establish a purpose for reading
- ☐ build background knowledge
- ☐ make predictions
- ☐ generate questions
- ☐ other _____

"DURING READING"

Purpose(s):

- ☐ engage with the text
- ☐ integrate new information with prior knowledge
- ☐ summarize text
- ☐ self-monitor comprehension
- ☐ construct graphic organizers
- ☐ verify and formulate predictions
- ☐ visualize text
- ☐ other _____

"AFTER READING"

Purpose(s):

- ☐ reflect on the content
- ☐ answer questions related to text
- ☐ respond to text through discussion
- ☐ respond to text through writing/drawing
- ☐ evaluate predictions
- ☐ retell or summarize
- ☐ other _____



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SAMPLE LESSON PLAN

Description/theme of lesson: Reading lesson on the book, Otis	Grade Level: K-2	Time Period: 45 minutes	Date: 6/27/2014
Learning Objective(s): <ul style="list-style-type: none">• Make predictions, learn new vocabulary, and demonstrate comprehension of the story• Participate in discussion and respond to text in meaningful ways through writing or drawing• Develop group work skills by working together and listening to others			
Materials Needed: A copy of the book Otis, chart paper, writing or drawing paper and crayons/colored pencils, resources about farms and/or farm animals			
Preparation: <ul style="list-style-type: none">• Read the book Otis, and develop questions for discussion.• Begin a word wall or chart of the new vocabulary words that the story introduces.• Create a KWL Chart for recording students' prior knowledge, questions, and what they learned			
BEFORE READING	DURING READING	AFTER READING	
Purpose: Activate prior knowledge, make predictions, discuss vocabulary	Purpose: Engage with the text, self-monitor comprehension	Purpose: examine questions that guided reading; respond to text through writing/drawing	
Strategy: Preview, KWL Chart, Using a Vocabulary word wall or chart	Strategy: Read Aloud, Asking during-reading questions	Strategy: Discussion, Using a graphic organizer to summarize	
Procedure: 1. Preview the cover of the book by pointing out the title, author and picture. Ask students about background knowledge about farms, cows, and tractors to record students' answers on a KWL chart. 2. Ask students to make predictions about what will happen in the story. 3. Introduce new vocabulary words and add new words to a word wall or chart while reading the book, e.g. bales, bawl, calf.	Procedure: 1. Read aloud the book. 2. Ask questions to promote comprehension, e.g. Why did the farmer buy the new tractor? How did Otis feel when the new tractor came to the farm? 3. Ask students for additional questions or responses to the text.	Procedure: 1. Discuss the themes of the story, e.g. friendship, and ask students what they learned to complete the KWL chart. Ask students for questions or initial responses to the ending. 2. Have students complete an illustrated response to reading (e.g. Story Map). Ask students to draw out the story map or favorite parts of the story. 3. Extend learning if time permits. Continue to read books about farms and/or farm animals and students work in groups to write a sequel to Otis.	
Evaluate (Outcomes to Look For)/ Additional Notes: <ul style="list-style-type: none">• Students show an understanding of the characters, setting, plot and themes of the story.• Students increase in background knowledge and vocabulary related to the reading content.• Students grow in understanding of the before, during and after reading process.• Students work together to create a response to reading.			



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Learning Objective(s):			
Materials Needed:			
Preparation:			
BEFORE READING	DURING READING	AFTER READING	
Purpose:	Purpose:	Purpose:	
Strategy:	Strategy:	Strategy:	
Procedure: 1. 2. 3.	Procedure: 1. 2. 3.	Procedure: 1. 2. 3.	
Evaluate (Outcomes to Look For)/ Additional Notes:			